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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on integrating the language arts is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

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Learning Package #48

Integrating the Language Arts

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OVERVIEW

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Integrating the Language Arts

by Han-Hua Chao

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

The advocacy of integrating language arts can be traced back to the success of the integrated curriculum in Great Britain in the 1960s and 1970s. Students were encouraged to communicate in writing and talk about their writing. In the United States, a close relationship between language and cognition was also found (Thaiss, 1984). However, while teachers generally favor this integrating approach, only minimal amounts of integration actually occur in their instruction (Schmidt, and et al. 1983, 1985; and Allen and Kellner, 1983). Noticing this discrepancy between what is advocated and what is practiced in language arts classrooms, this lecture intends to: synthesize the existing problems; review the research supporting language arts integration; propose a new view and definition of integrating language arts; and suggest some possibilities for classroom application.

Problems in Integration Application

As Melle and Wilson (1984) have stated, one of the difficulties in the application of integrating the language arts is that teachers are not prepared to undertake such a curriculum change

and they are not familiar with the new teaching techniques. Therefore, they consider such a move to be revolutionary and lack the confidence to replace their traditional instruction with this new technique. Furthermore, Cheney (1987) mentions that even new teachers, because they are lacking in sufficient knowledge and security, tend to fall back on following the teacher's guides, textbooks, and commercial programs which have been used in their school districts.

On the other hand, the public school system in the United States, which sets up rigid constraints on time, curricular content, and planning, discourages teachers' efforts to integrate language arts (Kutz, Digby, and Thompson, 1983). For example, time constraints, skill-oriented instruction for "back to the basics," the use of simplified basal readers and standardized tests, and the traditional hierarchy between the teacher and students all lead to inflexible and biased instruction. Finally, the public's overtrust of the "teacher-proof" learning programs and the so-called "objectivity" of quantifiable evaluations make good teachers submissive under the public's requests (Cheney, 1987); additionally, it reinforces the prevailing lack of confidence in teachers' abilities and judgments to create an integrated curriculum.

As we all know, in order to change one's action, one's thinking must change first. Therefore, with the goal of changing or confirming our beliefs, we will now turn to a discussion of the pedagogical research. After we are familiar with the language theories, a new view of the instruction of language arts can be further established. Then we can think of those classroom practices which will help us implement our ideas in the classroom and therefore eliminate the disparity between theory and practice.

Review of the Research

Based on a description of the rich and varied concept formations and representations in our mind, Eisner (1982) concludes that nc single form of representation, words, pictures, music, mathematics, or dance, is in itself complete for learners to experience the construction of various meanings and expressions. Therefore, Eisner advocates **an expanded literacy curriculum** in order to cultivate and refine learners' different senses across the subject areas of language, science, music, social studies, dance, mathematics, etc. As learners have access to and acquire competence in dealing with the information embedded within multiple forms of representation, they become increasingly able to differentiate and able to learn more from the process of comparison and contrast through cognitive and affective

experiences. An integrated language arts curriculum establishes an environment within which the world is presented and understood through various actions, such as speaking, writing, listening, reading, drawing, computing, or dancing. The goal is, as Sir Herbert Read has pointed out (in Eisner, 1982, p. 79), **"to help children become what they are not...[and] to help them become what they are."** Student potential can be realized in a rich and integrated environment.

From the observation of children's literacy learning, Burke (Harste, Woodward, and Burke, 1984) suggests the concept of **"The Linguistic Data Pool."** Each of us has a personal pool of language knowledge or data which is constantly revised as a result of our being involved in communication experiences. What we learn from a language encounter adds to or changes the data in our linguistic pool; we then draw upon this new or changed data in subsequent language encounters. Talking, listening, reading, and writing affect and support each other in every instance of language use and growth. Therefore, the importance of integrating language arts is obvious in terms of the parallel and interrelated development between oral language and written language. Since language interactions are versatile, meaningful, and connected in an integrated setting, learners are encouraged to constantly draw

on their linguistic data which is constructed at home, in the community, and in the classroom. At the same time, learners will add to, revise, or change their pool of linguistic knowledge because of new language experiences.

The connections between oral and written language enable learners to **learn language, learn about language, and learn through language** as Halliday (1975) has noted. Heath's (1983) ethnographic study of the relation among home, work and school language also reveals the interconnection of the language arts and of the language arts and the entire curriculum. Thaiss's *ERIC Digest* on "Language Across the Curriculum" (1984) points out that integration is necessary if learners are to gain power in reading, speaking, writing, and listening; to make use of the interrelationship of these modes; and to unite the inseparableness of language, thinking and learning. Because of this intimate interconnection between mind and language and between oral and written language, Busch and Jenkins (1982), Chew (1987), and Wagner (1989) all propose a whole language approach which integrates various language arts experiences. On the one hand, their approach values the social aspect of language for people's interaction and communication. On the other hand, it values the

personal aspect of language for one's thinking, understanding, and learning of different subject matters.

A New View and Definition of Integrating Language Arts

The ideas of Eisner, Burke, and other researchers listed previously can be synthesized and reconstructed as follows. Life knowledge and language knowledge, which are stored in our personal mental pool, are experienced through multiple but related senses. Because of this, a setting is needed in order to provide learners with the experiences of meaningful and purposeful interactions through listening, writing, dancing, speaking, drawing, reading, computing, acting, or playing music. Learners in this type of setting will engage over and over again in oral and written language for the authentic purposes of communicating with others and learning the contents of different disciplines.

Since such a holistic view emphasizes the relationship among language, mind, and learning, a new view of integration is to further stress the importance of interdisciplinary language arts. Oral language and written language are not learned as subject matter without real purpose and function, but are learned because of learners' interests in knowing about and communicating about various subjects, such as literature, mathematics, dance, science, social studies, music, sports, and the like.

A definition of integrated and interdisciplinary language arts is now possible. It means that writing, speaking, reading, and listening must take place in every course, at every grade level, relating to different disciplines, and for real purposes and functions, in order to help the parallel and interrelated growth of both language and knowledge on a broad scale. Thaiss (1984) reminds us that if we do not apply the full range of our language resources to our learning of any subject, we stifle thought and deprive ourselves of deep and substantial understanding. We can further add that, in order to gain knowledge, we not only need to apply the full range of our related language resources, but also the full range of our related subject knowledge.

Classroom Application

How can we apply this idea of integrating interdisciplinary language arts into our classroom? What can we do to really make use of the theory in our classroom application? In fact, we have done part of it. You already may be familiar with reading in the content areas, writing in the content areas, and thematic or topical instruction. This new approach just points out that all learning is and should be thematic or topical, and that it should be based on multiple verbal, motor, pictorial, and other interactions. What we need is to apply both oral and written language in all thematic or

topical learning in every discipline, and to integrate all relevant life knowledge and language knowledge into the learning experiences in each course.

In Blume's curriculum on Old West culture (1984), she demonstrates the transformation of a classroom into an Old West setting in order to provide a variety of opportunities for students to read, speak, listen, and write in the areas of mathematics, science, social studies, history, geography, music, and art. Related subject knowledge and language knowledge can be learned, applied, and improved during continuous and connected engagements with such a substantial experience in Old West culture. Likewise, students should be encouraged to read, write, speak, and listen for their study of a theme about, for example, sports, mathematics, or cooking. Meanwhile, they can improve their language knowledge and life knowledge for their subsequent study of dance, science, art, and other related subjects.

However, each interdisciplinary integration of language arts does not have to be expanded to exhaust all the related language or subject matters. It depends on the interests, purposes, ideas, and negotiation of the class members. Some can last for one month or more, and others may last only for one class meeting. For example, in a social studies course on Black Culture, class

members may decide to read the history of Black Americans' contributions to sports, dance, music, and other areas, to write a research journal of their reading, and to discuss what they have found from an aesthetic point of view. On the other hand, the class may decide to just read stories of Black communal life.

Further examples can be found in Harste, Short, and Burke's (1988) description of the use of "Theme Cycles" on plants (p. 366-371) and Schwartz's (1988) mention of various learning centers in a first-grade class (pp. 92-95). The central point of these applications is that oral language and written language are learned together, for authentic interests, purposes, and functions, and through different disciplinary perspectives. Both language and life knowledge can be learned and improved through these meaningful and interrelated activities.

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ERIC® CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

December 1989 DIGEST

Whole Language: Integrating the Language Arts—and Much More

by Betty Jane Wagner

One of the liveliest current grass-roots movements among teachers in the 1990s is the Whole Language approach. Support groups for teachers, Teachers Applying Whole Language (TAWL), have sprung up all over the country. Major conventions of the National Council of Teachers of English and the International Reading Association, as well as other conferences, include well-attended sessions and informal get-togethers of teachers who want to share their commitment to Whole Language.

This commitment on the part of teachers is reflected in Vermont's requirement that all new teachers have a Whole Language background. In 1987, New York State mandated teacher attendance at seminars on Whole Language concepts. Many foresee a Whole Language approach replacing reliance on the basal reader especially in California, largely because of the California Reading Initiative.

What Whole Language Is

Whole Language is a set of beliefs about how language learning happens and a set of principles to guide classroom practice (Goodman, 1986). These include:

- The function of language—oral and written—is to construct meaning (Altwerger, et al., 1987).
- Language is both personal and social. It serves thinking and communicating.
- Speaking, listening, reading, and writing are all learned best in authentic speech and literacy events. Learners achieve expressive and communication purposes in a genuine social context (Newman, 1985).
- The learner builds on prior knowledge and operates on ever-developing "hypotheses" about how oral and written language operate (Smith, 1983).
- Cognitive development depends on language development, and vice versa (Wells, 1986).
- Readers predict, select, confirm, and self-correct as they make meaning out of print; the goal is comprehension.
- Writers choose their own purposes as they write for various audiences (themselves, peers, teachers); the goal is to make sense out of their experience and imagination.
- Learning how to use language is accomplished as learners use language to learn about the world. The focus is on the subject matter (e.g. spiders, the Oregon Trail).

What Whole Language Is Not

The Whole Language movement is in part a reaction to a trend that has characterized for several decades much of educational practice, especially at the elementary school level. This practice has focused on the mastery of reading and writing skills, leaving little time in the school day for reading for pleasure or writing on topics of one's choice. Characteristics of this conventional belief system and practice are:

- Reading and writing are best broken down into tiny components to be taught in isolation and tested as discrete units.
- Until children master the skills of phonics, word recognition, spelling, handwriting, etc., they are not ready to do actual reading or writing.
- The sequences of isolated skills in teacher's manuals for basal readers and in standardized tests mirror developmental stages of growth.
- Children learn best when they read from simplified basal readers that tightly control vocabulary and sentence structure. For primary children such textbooks are often organized around phonic patterns.
- Writing instruction begins with handwriting and copying to master the basic skills.
- Punctuation is learned through workbook and ditto sheet exercises.
- Reading and writing competence is reflected in the scores on tests of "sub-skills."
- Children who do poorly on "sub-skills" are diagnosed as poor readers, no matter how they comprehend what they read. Children who cannot be made to work on skill sheets may be diagnosed as behavior problems.

What Happens in Whole Language Classrooms

- Teachers often read aloud or tell stories to children.
- Children choose their own reading material much of the time.
- Skills are acquired naturally in the context of meaningful oral interaction and literacy events.
- Objects and learning centers in primary classrooms frequently have labels. Sets of directions, including information on storing materials, are written on charts or activity cards to guide children's engagement with materials.
- Teachers assemble classroom libraries of trade books representing unabridged, unsimplified literature. For

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beginners, predictable plots and repetitive refrains invite the children's involvement as co-creators (Routman, 1988).

- Children have daily opportunities for uninterrupted reading.
- Teachers model the act of reading and writing by reading and writing themselves while the children do so.
- Teachers model reading by reading high-interest, predictable big books, pointing out the words as the children read along with the teacher.
- Teachers sometimes guide children's reading, showing them how to predict, ask appropriate questions, and map what they have read.
- Teachers foster discussions of books, encouraging learners how to talk about the moral and ethical issues presented in literature, or to connect fiction with their own lives.
- Children participate in literature circles in which they share and talk about books they have read (Atwell, 1987).
- Small groups report on information they have learned from books.
- Children turn stories into scripts, rehearse them, and present them as puppet shows, plays, or tapes.
- Children usually choose the topics they want to write about.
- Teachers sometimes demonstrate writing by putting the children's contributions onto experience charts that can then be read together.
- Children write and illustrate their own books that are shared with the class.
- Teachers coach children through the various parts of the writing process (prewriting, drafting, revising, and editing), conferencing with them at various stages.
- Children meet in small groups to read their own writing and get responses from their peers.
- Children meet in pairs to edit their written work together before copying it for publication.
- Teachers support student-centered learning by creating a literate environment, stimulating interest by helping children connect new experience with previous experience, and facilitating the learners' achievement.
- Teachers integrate the language arts by developing the curriculum around broad themes, such as Indians or mammals.
- Teachers evaluate the progress of learners by documenting their ongoing work in the classroom, analyzing their reading miscues and progress in invented spelling, and keeping portfolios of their writing to show growth (Goodman, et al., 1968).

Theory and Research Supporting Whole Language

Whole Language is consistent with the most respected understandings of how children learn, some of which go back to the early decades of this century. Whole Language is rooted in the seminal work of John Dewey, Lev Vygotsky, Jean Piaget, James Moffett, James Britton, Michael Halliday, Donald Graves, Margaret Donaldson, Gordon Wells, Glenda Bissex, Kenneth Goodman, Anne Haas Dyson, and Shirley Brice Heath. These theorists and researchers have shown that human competence in oral and written language grows as language is used for real purposes—without formal drill, intensive corrective feedback, or direct instruction. Children learn as they engage as active agents constructing their own coherent views of the world and of the language human beings use to interact with the world and with each other. The development of writing and reading is fostered by meaningful social interaction, usually entailing oral language. "Language learning is different from other school subjects. It is not a *new* subject, and it is not even a *subject*. It permeates every part of people's lives and itself constitutes a major way of abstracting. So learning language raises more clearly than other school courses the issues of integration" (Moffett and Wagner, 1983). One pervasive response to this understanding of language is the Whole Language movement.

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ERIC Digest

Language Across the Curriculum

"Language across the curriculum" means basically two things. First, it means that gaining power in all the modes of language—writing, reading, speaking, and listening—must take place in every school course and at every school level, if this growth is to be deep and substantial. This meaning rejects the notion that the diverse uses of language are best learned in specific "skills" courses in, for example, English or speech. Second, "language across the curriculum" stresses the interrelationship of the modes: one learns to write *as* one learns to speak *as* one learns to read and listen. Each ability, therefore, improves to the extent that all are exercised. This second meaning rejects the teaching of, for example, writing or reading in relative isolation from the other. Ultimately, these two meanings of language across the curriculum come together in a third: the inseparableness of language, thinking, and learning. If we do not apply the full range of our language resources to our learning of any subject, then we stifle thought, conscious and unconscious, and so deprive ourselves of more than the most superficial understanding.

History and Theory

Language across the curriculum is hardly a new idea. Teachers in every age have seen that learning flourishes in rich environments that regularly challenge students to manipulate ideas through writing and through talk between teacher and student, parent and child, peer and peer. Furthermore, it has probably never been doubted that the ability to communicate is profoundly connected to the desire to share and acquire knowledge. After all, teachers and textbook writers at all levels have tried to make language instruction "interesting." Model essays, speech and discussion topics, and even workbook sentences—all are presumably chosen (though not always successfully) to excite the wonder and curiosity of the student. Nevertheless, the very fact that so much has been done to fabricate a learning context for language instruction shows that language across the curriculum, if not a new idea, was for a time submerged. Clearly, school curricula became divided—for various reasons—into "content" and "skills" courses, and educators created the circumstances out of which language across the curriculum would have to reemerge as a fresh concept.

Much credit for this resurgence belongs to the British Schools Council Project in Writing Across the Curriculum, which from the mid-1960s onward studied how writing—and talk—were learned and used in schools throughout the United Kingdom. In a series of books (e.g., Britton 1970, and Martin et al. 1976), the Schools Council Project reported that the vast majority of school-based talking and writing was not "genuine communication," in which one person tries to convey new knowledge to another, but was mere giving back of information to the teacher in the role of judge. This "bogus" communication not only limited drastically the student's use of language, but produced dull, inauthentic responses. Conversely, when students were encouraged to write for audiences who would be interested in learning something new from the student (for example, readers of the school newspaper), researchers found the writing more lively and engagement with the topic more intense. Likewise, in language-rich classes, such as science labs where teams of students freely conversed in order to solve problems raised by an experiment, scripts showed that the give-and-take sparked varied language uses, including speculation and argument, plus the desire to repeat experiments or try new ones in order to answer new questions.

In the United States, Janet Emig (1977) reinforced the Schools Council conclusions by bringing to bear on the issue of language and learning the discoveries of linguistics and cognitive psychology. Vygotsky (1962), Kelly (1969), Bruner (1971), and Jaynes (1977) had found close correlation between verbalizing, in speech and writing, and the ability to assimilate perceptions. Particularly important was the recognition that language itself, whether read or heard, could be understood only if the individual translated the messages of others into his or her own words. Thus, conviction of the usefulness of language as a tool of learning grew.

Meanwhile, research on written composition began giving overwhelming evidence of the importance of talk in the development of writing ability. Britton (1967, 1975), in conceptualizing writing as a "process," defined "expressive writing," a form nearest to talk, as the matrix out of which more sophisticated written communication necessarily developed. He and other members of the Schools Council Project, as well as Moffett (1968), gave examples of classrooms in which the cultivation of many forms of discourse led to writing that showed fluency and awareness of audience. Writers such as Macrorie (1977) and Elbow (1973) demonstrated that talk *about* writing, especially within small groups of writers, could spark livelier, more coherent writing. Further studies of the speaking-writing connection have been brought together by Kroll and Vann (1981).

Implications for Teaching: Faculty Training

One meaning emphatically *not* implied by language across the curriculum is that the content area teacher must also become a specialist in the teaching of speech, a specialist in the teaching of writing, and so forth. What is required is that teachers look for ways to increase or vary the language experiances that will help students understand and explore the subject matter of the course. As language-across-the-curriculum workshops continually demonstrate, teachers in every field are already creating language-rich environments. Most of their techniques can be applied rather easily by their colleagues (Fulwiler and Young 1982, Griffin 1982, Thaiss 1983).

Typically, these ideas and practices are disseminated through inservice workshops or institutes. Beginning in the 1970s, federal, state, and local sponsorship of faculty training programs, particularly at the college level, has encouraged language across the curriculum to proliferate in the United States, with special emphasis on the uses and improvement of writing. For K-12 teachers, leadership in language across the curriculum has been taken by the 102 sites of the National Writing Project, which has expanded its inservice network to include teachers in all fields. Summer seminars sponsored by the National Endowment for the Humanities at Beaver College (Penn.) have also contributed to the colleges-schools liaison in writing across the curriculum.

In the cross-curricular course conducted by the National Writing Project sites, faculty training occurs in two reinforcing ways: (1) NWP-trained teachers from different fields, for example, history and physics, conduct presentations on successful language-across-the-curriculum practices in their classrooms; and (2) class members practice writing-and-

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speaking-to-learn techniques, such as learning logs and focused small-group discussions, throughout the semester. Many such courses are set up for the faculty of a single school, to insure the continuing exchange of ideas and often to initiate school-wide curriculum reforms. Though the contributions of language arts and English specialists are almost always important in these faculty-training programs, whether in colleges or schools, most programs are geared toward developing an interdisciplinary focus, with ongoing leadership coming from diverse departments.

Implications for Teaching: Techniques

In accordance with writing-process theory and the pioneering British research, the most successful language-and-learning practices tend to promote relatively unpressured expression, emphasizing techniques that encourage imagination and intuition. Journals and logs, small-group projects, teacher-student dialogues, and role playing are popular devices. Traditional content-area assignments such as research papers and laboratory reports are reinterpreted in terms of process theory, so that the research paper may become an "I-Search" project (Macrorie 1980), with significant expressive writing and classroom interaction, while the lab report may be divided into steps—method, observations, analysis—with each successive portion discussed by class groups.

Student journals of various types have been particularly powerful, and popular, learning tools. Regular writing to record or to analyze speculatively has long been practiced by professionals in many fields; thus, teachers tend to take readily to this form of instruction. In process terms, journals (often called learning logs, reader response logs, or any of a number of other names) encourage and teach expressive writing. Entries can also become the basis for more formal papers, when students' writing is carried through revision and editing stages. As a learning tool, the journal provides ample practice for translation of reading assignments or lectures, as well as labs and other kinds of experience, into the writer's own words; thus the journal can improve reading and listening comprehension (Wotring and Tierney 1982).

Journals are also adaptable to more- or less-structured learning situations. Teachers can make the journal an open-ended daily or weekly assignment, or they can use the journal for speculative answers to specific study questions. Some teachers ask students to sharply focus their entries on analysis of reading, lectures, or experiments; others want their students to exploit the journal's power as an emotional, psychological release (Progoff 1975). Many use the journal, with entries voluntarily read aloud in class, as a spur to class discussion, while other teachers maintain a separate "journal dialogue" with each student in writing (Staton 1984).

The teacher's response to and evaluation of journals, as of other popular language-across-the-curriculum devices, is crucial to their effectiveness. The Schools Council research gave early evidence that expressive writing, like oral brainstorming, would fail if teachers did not continually nurture students' risk taking in analysis or speculation. Using the journal as a facts quiz or marking entries for mechanical errors would defeat its purpose. Guarding students' privacy, by allowing them to withhold certain entries and by never demanding that students read entries aloud, also seems essential. On the other hand, since teachers often find expressive forms new to their students, it is important to show students how to make the most of the freedom to interpret and imagine that these forms offer them.

Implications for Curriculum Change

In most schools and colleges with language-across-the-curriculum programs, change has meant more variety in how language is used and learning accomplished. Where language across the curriculum has affected school programs, this change has taken such forms as increases in team-taught courses, cooperative relationships among sections of English and sections of other subjects, or the use of "writing intensive" courses in content areas to fulfill composition requirements. In some instances it has meant the full interweaving of all language instruction into the learning of such subjects as history, art, mathematics, and science. Full applications of language across the curriculum have been most smoothly undertaken in schools with a history of interdisciplinary planning and in the all-subjects classroom in the elementary grades. In whatever setting it occurs and however deeply it affects structure, language across the curriculum promotes the fruitful, invigorating exchange of perspectives and methods among teachers who all too often have been strangers across the curricular walls.

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ERIC

A Product of the ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801
1984

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED233381
AU: Allen,-R.-R.; Kellner,-Robert-W.
TI: Putting Humpty Dumpty Together Again: Integrating the Language Arts. The Talking and Writing Series, K-12: Successful Classroom Practices.
CS: Dingle Associates, Inc., Washington, D.C.
PY: 1983
NT: 28 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Classroom-Research; Elementary-Secondary-Education; Language-Experience-Approach; Learning-Activities; Listening-Skills; Program-Descriptions; Reading-Instruction; Speech-Instruction; Teaching-Methods; Validated-Programs; Writing-Instruction
DE: *Communication-Skills; *Curriculum-Development; *Integrated-Curriculum; *Language-Arts
AB: Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet deals with the integrated language arts curriculum. Noting the disparity between what is advocated for and what is practiced in language arts teaching, the first section of the booklet describes an integrated kindergarten classroom and identifies two major approaches to extending integration throughout the elementary and secondary school curriculum. The second section discusses three model programs featuring curriculum integration: the Individualized Language Arts project from Weehawken, New Jersey; the Academic Improvement through Language Experience program developed in Kenosha, Wisconsin; and the Wisconsin Alternative Curriculum Design, based on both the five functions of communication--informing, expressing feeling, imagining, ritualizing, and controlling--and the five communication contexts--intrapersonal, dyadic, small group, public, and mass communication. The third section discusses the advantages of an integrated curriculum, including the encouragement of a better language arts balance; the promotion of audience awareness; the encouragement of experiential learning; and the provision of rich, varied language experience. (FL)

AN: ED222877
AU: Biggs,-Shirley-A., Ed.; And-Others.
TI: Communication Competencies: Together They Grow. Proceedings of the Annual Pittsburgh Conference on Reading and Writing (33rd, Pittsburgh, PA, October 10-11, 1980).
CS: Pittsburgh Univ., Pa. Div. of Teacher Development.
PY: 1982
AV: Language Communications, School of Education, University of Pittsburgh, 4H01 Forbes Quadrangle, Pittsburgh, PA 15260 ($6.00).
NT: 244 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Curriculum-; Elementary-Secondary-Education; Language-Arts; Program-Content; Program-Development; Speech-Skills

DE: *Communication-Skills; *Integrated-Activities; *Integrated-Curriculum; *Listening-Skills; *Reading-Skills; *Writing-Skills
AB: The 26 papers in this compilation focus on integrated communication instruction. The papers are arranged into four categories: the integrated curriculum, theory and practice on integration, implementation of the integrated curriculum, and the integrated curriculum beyond the classroom. Specific topics discussed in the papers include (1) language arts resources for long-range planning of school improvement; (2) the effects of parent-guided language activities on reading achievement of elementary school children; (3) the relationship between written syntactic attainment and reading ability in seventh grade students; (4) prediction of reading achievement in senior high school students from intelligence, listening, and informative writing; (5) syntactic maturity in reading comprehension and writing ability; (6) student competence in listening to appreciate literature; (7) a visual base for communications; (8) analytical listening and analytical reading; (9) reading instruction through writing; (10) enhancement of reading through television; (11) communication skills and content area learning; (12) English instruction for young Japanese children; (13) use of family history for writing projects; and (14) the importance of family involvement in developing communication competence. (FL)

AN: ED263563
AU: Blume,-Pat
TI: Feature Project--The Old West.
PY: [1984]
JN: Live-Wire; v1 n2 p12-14 Oct 1984
NT: 5 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Classroom-Techniques; Elementary-Education; Listening-Skills; Peer-Relationship; Reading-Instruction; Speech-Instruction; Speech-Skills; Writing-Instruction; Writing-Skills
DE: *Assignments-; *Integrated-Activities; *Language-Arts; *Learning-Activities; *Student-Motivation; *Teaching-Methods
AB: The teaching activities presented in this paper focus on transforming the classroom into the Old West as a means of providing endless opportunities for writing, speaking, and listening in the areas of math, science, social studies, history, geography, music, and art. The paper contains directions for helping students to create scenes, in the classroom, for an Old West setting--such as a sheriff's office, general store, or stable. An Old West activity chart containing a variety of possibilities for classroom projects is included. (EL)

AN: ED308507

AU: Bromley,-Karen-D'Angelo
TI: Language Arts: Exploring Connections.
PY: 1988
AV: Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($29.25).
NT: 490 p.
PR: Document Not Available from EDRS.
DE: Annotated-Bibliographies; Childrens-Literature; Elementary-Education; Learning-Activities; Reading-Comprehension; Reading-Writing-Relationship; Teaching-Methods
DE: *Integrated-Curriculum; *Language-Arts; *Listening-; *Reading-Instruction; *Writing-Instruction
AB: This book presents a description of language arts instruction that advocates language learning that is incorporated throughout the curriculum. The book contains the following chapters: (1) "Language Arts and the Beginnings of Language"; (2) "A Literature Foundation"; (3) "Composing and Comprehending via Literature"; (4) "Connections: Listening and Reading"; (5) "Listening: A Comprehending Process"; (6) "Reading: A Comprehending Process"; (7) "Connections: Speaking and Writing"; (8) "Speaking: A Composing Process"; (9) "Writing: A Composing Process"; (10) "Connections: Comprehending and Composing"; and (11) "Managing an Integrated Language Arts Program." (Nine appendixes include bibliographies of children's literature for various ethnic groups, special picture books, magazines for children, and guidelines for selecting an elementary language arts text.) (MS)

AN: EJ331250
AU: Buckley,-Marilyn-Hanf
TI: When Teachers Decide to Integrate the Language Arts.
PY: 1986
JN: Language-Arts; v63 n4 p369-77 Mar 1986
NT: Special Issue: Talking with Society.
DE: Elementary-Education; Program-Descriptions; Program-Evaluation
DE: *Curriculum-Development; *Integrated-Curriculum; *Language-Arts; *Program-Content; *Reading-Instruction; *Reading-Writing-Relationship
AB: Describes a project to integrate teaching of the separate language arts in three California elementary schools. Includes the philosophical statements of the project; guidelines; activities for before, during, and after reading; and a positive evaluation of the project. (HTH)

AN: EJ271054
AU: Busch,-Robert-F.; Jenkins,-Patricia-W.
TI: Integrating the Language Arts for Primary-Age Disabled Readers.

PY: 1982
JN: Reading-Horizons; v23 n1 p41-46 Fall 1982
AV: Reprint: UMI
DE: Educational-Theories; Learning-Disabilities; Primary-Education; Remedial-Reading; Teaching-Methods
DE: *Integrated-Activities; *Language-Arts; *Reading-Difficulties; *Reading-Instruction
AB: Describes a program of reading instruction for young disabled readers that is based on a theory of the reading process developed by Kenneth Goodman that integrates speaking, reading, listening, and writing activities. (FL)

AN: ED238029
AU: Busching,-Beverly-A., Ed.; Schwartz,-Judith-I., Ed.
TI: Integrating the Language Arts in the Elementary School.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1983
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 23511; $9.50 member, $11.00 non-member).
NT: 230 p.; This publication is a project of the National Council of Teachers of English Committee on Integrating the Language Arts in the Elementary School.
PR: EDRS Price - MF01/PC10 Plus Postage.
DE: Books-; Child-Language; Content-Area-Reading; Curriculum-Development; Inservice-Education; Language-Experience-Approach; Low-Achievement; Multilingualism-; Parent-School-Relationship; Reading-Habits; Reading-Skills; Student-Developed-Materials; Student-Evaluation; Teaching-Methods
DE: *Holistic-Approach; *Interdisciplinary-Approach; *Language-Arts; *Language-Skills; *Reading-Instruction
AB: Intended for elementary school teachers and supervisors, this collection of articles focuses on creating meaningful learning through an integrated language arts approach. Divided into three sections, the articles discuss the theoretical and practical frameworks that support program integration; examine real programs, tested procedures, and actual language performance; and address controversial issues surrounding an integrated language arts model. Articles in section one cover curriculum models for integrating the language arts, methods of integrating language and subject matter, and the relationship between a child's grasp of meaning and language skills. Topics in section two include the development of writing in a language arts context, student created books, the impact of different instructional methods on student reading, fostering language play, and ways of integrating reading with music, art and drama. Section three discusses such issues as achievement assessment in the language arts, parent involvement in language arts programs, teaching underachieving children, and integrating perspectives on monolingual and multilingual children. (MM)

AN: ED286181
AU: Chew,-Charles-R.
TI: Whole Language: Not the Sum of Its Parts.
PY: 1987
NT: 16 p.; Paper presented at the Meeting of the Catskill Whole Language Conference (Oneonta, NY, August 10-12, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Language-Skills; Listening-; Reading-Skills; Reading-Writing-Relationship; Recreational-Reading; Theory-Practice-Relationship; Writing-Skills
DE: *Classroom-Environment; *Integrated-Curriculum; *Language-Acquisition; *Language-Arts; *Writing-Instruction; *Writing-Processes
AB: For many years, educators from kindergarten to twelfth grade have approached the teaching of vocabulary, spelling, grammar, punctuation, and so forth as isolated skills, unconnected with the everyday use of reading, speaking, and writing. Such practices are now viewed with less favor, as researchers and educators approach reading and writing as processes, to be dealt with as a whole. To capitalize on this trend, teachers need to recognize that children come to the classroom knowing something about language use, and that their prior knowledge must be built up and used to help them comprehend and use language experiences. The classroom must also be a literate environment, with plenty of diverse material for children to read, and children must be allowed and encouraged to visit school and public libraries and to browse widely. Additionally, classrooms need not be quiet places for learning to take place because children can learn much about language by discussing their experiences with one another. Teachers must understand that the processes of reading, speaking, and listening have a number of skills in common, such as pre-writing/thinking, drafting, and revising, and that all are valuable to children. The integration of such language arts skills can empower students and build their confidence, and thus improve children and society as a whole. (JC)

AN: ED249512
AU: Christensen,-Linda, Ed.; And-Others
TI: A Guide to Integrating Language Arts.
CS: Wisconsin Univ., Madison. School of Education.
PY: 1982
AV: Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
NT: 52 p.; For other guides in this series, see CS 208 608-609, CS 208 611-612, and ED 220 864-865.

PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Creative-Dramatics; Curriculum-Development; Elementary-Secondary-Education; News-Reporting; Silent-Reading; Teaching-Methods; Television-Viewing; Writing-Composition; Writing-Processes
DE: *English-Curriculum; *Integrated-Activities; *Integrated-Curriculum; *Language-Arts; *Listening-
AB: Two model programs for integrating the language arts and specific lessons that integrate language arts activities for kindergarten through grade 12 are described in this booklet. The two programs are (1) the New Brunswick Comprehensive Reading/Language Arts Program, which has five critical experiences as the core of the program: sustained silent reading, oral and written composing, reading aloud to children, responding to literature, and investigating and mastering basic skills; and (2) the Wisconsin Writing Project, which provides a process model of writing for unifying the language arts through composition. The descriptions of integrated language arts activities include those for webbing (i.e., mapping a variety of experiences that are related to one theme, topic, book, or concept), television viewing, news reporting, and creative dramatics. The booklet concludes with teaching strategies and activities for integrating listening into the language arts. (HOD)

AN: EJ332835
AU: Clay,-Marie-M.
TI: Constructive Processes: Talking, Reading, Writing, Art, and Craft.
PY: 1986
JN: Reading-Teacher; v39 n8 p764-70 Apr 1986
AV: UMI
NT: Special Issue: Reading, Writing, Thinking
DE: Art-Expression; Elementary-Education; Foreign-Countries; Integrated-Activities; Language-Acquisition; Learning-Theories; Student-Reaction
DE: *Art-Activities; *Cognitive-Processes; *Evaluation-Methods; *Language-Arts; *Learning-Activities; *Oral-Language
AB: Argues that for a child to respond to a teacher, whether by reading, talking, writing, constructing a village, or painting a drama backdrop, the child must relate, remember, relearn, monitor, problem-solve, and do all those other mental activities that help humans adapt and create new solutions. (HOD)

AN: ED267417
TI: English Language Arts Curriculum. Minimum Standards Leadership Series.
CS: Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

PY: 1985
AV: Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front St., Columbus, OH 43215.
NT: 88 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Disabilities-; Educational-History; Educational-Objectives; Educational-Philosophy; Elementary-Secondary-Education; English-Instruction; Integrated-Curriculum; Theater-Arts
DE: *Curriculum-Development; *English-Curriculum; *Language-Arts
AB: Intended to help teachers understand English as a curricular area and identify curriculum issues, this document can also assist committee members as they develop or revise their school district's English language arts course of study. The chapters discuss the following topics: (1) the past, present, and future of the English language arts curriculum; (2) issues in developing an English language arts curriculum, including factors for success, establishing the curriculum, a holistic view, language before schooling, dialectical differences, setting and language, teaching/learning styles, and teaching handicapped students; and (3) applying the components of a process model for developing a course of study, including samples of an English language arts program philosophy, program goals, program objectives, and an evaluation policy. A four-page bibliography concludes the text. Appendixes include sample student objectives for composition/writing and for drama/theatre, a list of action verbs for writing subject objectives, and sample subject objectives for listening and speaking. (EL)

AN: ED267375
AU: French,-Michael-P., Ed.; Elford,-Shirley-J., Ed.
TI: Integrating Reading and Language Arts.
CS: Wisconsin State Reading Association, West Allis.
PY: 1986
JN: Wisconsin-State-Reading-Association-Journal; v30 n2 Win 1986
NT: 72 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Elementary-Secondary-Education; Fused-Curriculum; Higher-Education; Language-Arts; Learning-Disabilities; Oral-Reading; Reading-Research; Study-Skills; Writing-Processes; Writing-Research
DE: *Integrated-Curriculum; *Reading-Instruction; *Reading-Writing-Relationship; *Writing-Instruction
AB: Integrating reading and language arts at all levels is the focus of this journal issue. The articles and their authors are as follows: "Reading and Writing: Close Relatives or Distant Cousins" (Kathryn A. Koch); "The Reading-Writing Relationship: Myths and Realities" (Timothy Shanahan); "The Classroom Teacher as an Action Researcher: Beginning Writing/Reading Relationships" (Mary Jett-Simpson); "Oral Reading: To Be or Not to Be?" (Patrick Groff); "Incorporating Novels into the Developmental Reading

Program" (Shirley A. Frick and Sara Daggett); "What Reading Teachers Should Tell Learning Disabled Students about College" (Charles T. Mangrum II and Stephen S. Strichart); and "College Level Reading and Study Skills: A Personal Perspective (Nancy Stewart Walker). (EL)

AN: ED269222
AU: Garmulewicz,-Liza-Ireland
TI: Bringing a Holistic Environmental Ideology into Our Shared National Culture through Language Arts.
PY: 1986
NT: 11 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Instructional-Improvement; Philosophy-
DE: *Environmental-Education; *Holistic-Approach; *Humanities-Instruction; *Integrated-Activities; *Language-Arts
AB: An integration of the humanities and the sciences is proposed as being essential for the creation of a holistic environmental ideology. Language arts is identified as the means for integrating other subjects around environmental themes. The acculturative role of the language arts and its influence in developing biological, cultural, and social understanding is explained. Specific suggestions are offered that illustrate the integrative potential of the language arts. These include techniques involving: (1) reading and comprehension skills; (2) listening activities; (3) interviewing; (4) vocabulary development; (5) speech and dramatics; and (6) creative writing. (ML)

AN: ED229764
AU: Hains,-Maryellen, Ed.
TI: A Two-Way Street: Reading to Write/Writing to Read: Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
CS: Michigan Council of Teachers of English.; Michigan State Dept. of Education, Lansing.
PY: 1982
NT: 113 p.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Annotated-Bibliographies; Elementary-Education; Fantasy-; Fiction-; Folk-Culture; Poetry-; Teaching-Guides; Teaching-Methods
DE: *Childrens-Literature; *Integrated-Activities; *Language-Arts; *Writing-Exercises
AB: Developed in the belief that the regular inclusion of literature in the elementary school curriculum can lead to a dynamic interaction and integration in the language arts, this booklet provides an annotated bibliography of children's

literature with teaching suggestions. The activities are arranged so that they can be modified from one book to another. Reflecting the writing process, the teaching suggestions are grouped according to prewriting, writing, editing, revision, and extension activities. Including some "classic" literature titles such as "Charlotte's Web," "The Borrowers," and the Little House series, as well as lesser known titles such as "Bronzeville Boys and Girls" and "Tom's Midnight Garden," the annotations are grouped according to realistic fiction, fantasy, poetry, folk, or various. (HOD)

AN: ED250703
AU: Hamrick,-Lesanne
TI: Newspaper in Education Activity Book.
CS: Temple Daily Telegram, TX.
PY: [1981]
NT: 60 p.; Entitled "Temple Daily Telegram Newspaper Activity Book" on inside cover page.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Basic-Skills; Content-Area-Reading; Elementary-Secondary-Education; Interdisciplinary-Approach; Language-Arts; Reading-Instruction; Reading-Skills; Science-Instruction; Social-Studies
DE: *Critical-Reading; *Integrated-Activities; *Learning-Activities; *Newspapers-; *Teaching-Methods
AB: Organized by sections of the newspaper, this booklet contains activity sheets that can be used to teach basic skills in a variety of subject areas, including language arts, reading, mathematics, social studies, and science. Designed for adaptation to most grade levels, the activity sheets allow students to use different newspaper sections to locate details, categorize, sequence, distinguish fact from opinion, locate main ideas, form sentences, find facts, think critically, solve math problems, write creatively, comprehend, organize facts, and understand consumer information. (FL)

AN: EJ289497
AU: Heath,-Shirley-Brice
TI: Research Currents: A Lot of Talk about Nothing.
PY: 1983
JN: Language-Arts; v60 n8 p999-1007 Nov-Dec 1983
AV: UMI
DE: Cognitive-Processes; Elementary-Education; Integrated-Curriculum; Language-Arts
DE: *Classroom-Communication; *Classroom-Research; *Classroom-Techniques; *Research-Utilization; *Teaching-Methods
AB: Discusses the interrelationship of the langauge arts, and how both oral and written language help the learning process.

Describes a classroom in which students' activities center around talking, and how the teacher participated as a researcher in ethnographic studies out of which came the motivation for this instructional approach. (HTH)

AN: EJ294800
AU: Hickman, Janet
TI: Research Currents: Researching Children's Response to Literature.
PY: 1984
JN: Language-Arts; v61 n3 p278-84 Mar 1984
AV: UMI
NT: Thematic Issue: Children and Literature
DE: Childrens-Literature; Educational-Assessment; Elementary-Education; Integrated-Activities; Language-Arts; Learning-Processes; Learning-Strategies; Listening-; Literature-Appreciation; Reading-; Writing-Composition
DE: *Classroom-Research; *Reader-Response
AB: Demonstrates the interrelationship of the language arts--talking, listening, reading, and writing--as children explore and respond to the meaning in books. Notes that observing and listening in classrooms is a powerful tool for teachers seeking to assess children's learning. Shows how talking about books contributes to children's learning. (HTH)

AN: ED285683
TI: Integrated Kindergarten Program: Sampler.
CS: Fairfax County Public Schools, VA. Dept. of Instructional Services.
PY: 1987
NT: 183 p.
PR: EDRS Price - MF01/PC08 Plus Postage.
DE: Activity-Units; Child-Development; Early-Childhood-Education; Language-Arts; Learning-Centers-Classroom; Mathematics-Instruction; Music-Activities; Physical-Activities; Science-Activities
DE: *Integrated-Curriculum; *Kindergarten-; *Learning-Activities
AB: This guide for the Integrated Kindergarten Program in the Fairfax County (Virginia) Public Schools presents the instructional kindergarten program in three strands. The first strand, integrated language arts, contains ten units that encompass social studies, environmental science, art, language arts, and health. This strand also contains computer literacy objectives, lessons to serve potentially gifted children, and optional home projects to involve parents and caretakers. The second strand, mathematics/science, incorporates a manipulative approach and includes activities in six instructional units: (1) free exploration, (2) sorting and classifying, (3) number

concepts, (4) patterns, (5) comparing, and (6) number experiments. The third strand, music/movement, provides active learning experiences in music and physical education. All three instructional strands focus on the child's development. The curriculum also provides for a variety of learning centers to extend basic activities and to provide for small group and individual learning. (PCB)

AN: ED294161
AU: Kane,-Katharine-A.
TI: Integrating the Language Arts: Alternatives and Strategies.
PY: 1988
NT: 7 p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Curriculum-Development; Elementary-Secondary-Education; English-Curriculum; Instructional-Innovation; Language-Arts; Lesson-Plans; Literature-Appreciation; Poetry-; Reading-Writing-Relationship
DE: *English-Instruction; *Integrated-Activities; *Teaching-Methods
AB: Motivated by the California English/Language Arts Framework, California teachers are working toward the goal of using the integrated language arts as tools for learning in all content areas. The core of this new curriculum is to help students make sense out of a piece of literature by moving into, through, and beyond a text. For example, a lesson centering around the poem "The Lesson of the Moth" by Don Marquis could involve getting into the work by tapping prior knowledge (having students list times when they were willing to take a risk), moving through the work by reading the poem aloud and having students draw images of what they hear, and going beyond the work by writing something in response to the poem. These types of tasks can also be used to work through difficult texts in other subject areas. As children come to learn to interact with text through their own prior knowledge and through talking and writing, they also learn that print is supposed to make sense and that they, the readers, have a responsibility to interact with the text to construct meaning that is significant to them. (Four references are appended.) (MM)

AN: ED263566
TI: Language Everywhere--Arts. [Compiled from Columns in Three Issues of "Live Wire," August, October, and December 1984.]
CS: National Council of Teachers of English, Urbana, Ill.
PY: [1984]
JN: Live-Wire; v1 n1,2,3 Aug,Oct,Dec 1984
NT: 10 p.

PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Art-Activities; Assignments-; Class-Activities; Classroom-Techniques; Elementary-Education; Language-Arts; Speech-Skills; Writing-Skills
DE: *Integrated-Activities; *Learning-Activities; *Literature-Appreciation; *Student-Motivation; *Teaching-Methods; *Writing-Instruction
AB: The teaching activities presented in this compilation of columns from the journal "Live Wire" focus on integrating the arts with language. The selections describe (1) the concept of "framing" in art and in writing; (2) using folktale pantomimes as inspirations for writing; (3) using literature response sheets (samples included) to respond to the characters, scenes, or events in stories; (4) rewriting the comic strips to teach a simple type of dialogue writing; (5) and comparing, contrasting, and describing different picture versions of the same folktale in order to help students analyze what they see. (EL)

AN: ED263567
TI: Language Everywhere--Social Studies. [Compiled from Columns in Three Issues of "Live Wire," August and October 1984 and April 1985.]
CS: National Council of Teachers of English, Urbana, Ill.
PY: [1985]
JN: Live-Wire; v1 n1,2 Aug, Oct 1984 v1 n5 Apr 1985
NT: 7 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Classroom-Communication; Classroom-Techniques; Elementary-Education; Group-Activities; Peer-Relationship; Reading-Skills; Teaching-Methods; Writing-Skills
DE: *Integrated-Activities; *Language-Arts; *Learning-Activities; *Social-Studies; *Student-Motivation
AB: The teaching activities presented in these articles integrate language skills in the social studies curriculum in a variety of ways. The paper describes (1) producing a news program in the classroom; (2) creating "word webs" (using a core word to make associations with other words); (3) making jackdaws (a collection of anything, real or imaginary, that concretely relates to a particular book, time, or theme) in order to increase understanding of an era--its people and places; and (4) writing postcards to become involved with another culture or geographical location. (EL)

AN: ED263568
TI: Language Everywhere. [Compiled from Columns in Three Issues of "Live Wire," February, April, and August 1985.]
CS: National Council of Teachers of English, Urbana, Ill.

PY: [1985]
JN: Live-Wire; v1 n4,5 Feb, Apr 1985 v2 n1 Aug 1985
NT: 9 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Classroom-Communication; Classroom-Techniques; Elementary-Education; Group-Activities; Reading-Instruction; Reading-Skills; Speech-Instruction; Speech-Skills; Teaching-Methods; Writing-Instruction; Writing-Skills
DE: *Integrated-Activities; *Language-Arts; *Language-Usage; *Learning-Activities; *Sentence-Structure; *Student-Motivation
AB: The teaching activities presented in these articles integrate language skills in a variety of ways. The articles describe assignments about (1) using road signs to help students realize the importance of reading the signs they encounter; (2) integrating reading, speech, writing, and art, with pet dragons as the subject; (3) focusing on reading and writing directions; (4) constructing "people sentences" for increasing the understanding of sentence structure; and (5) suggesting that students write about what's on their minds to help them focus on real experiences and develop confidence in their writing. (EL)

AN: ED248532
AU: Myers,-John-W.
TI: Writing to Learn across the Curriculum. Fastback 209.
CS: Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PY: 1984
AV: Phi Delta Kappa, Eighth St. and Union Ave., Box 789, Bloomington, IN 47402 ($0.75; quantity discounts available).
NT: 38 p.; This fastback was sponsored by the Tennessee Technological University Chapter of Phi Delta Kappa.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Art-Activities; Business-Education; Home-Economics-Education; Interdisciplinary-Approach; Language-Arts; Music-Activities; Physical-Education; Sciences-; Secondary-Education; Social-Studies; Vocational-Education; Writing-Skills
DE: *Content-Area-Writing; *Educational-Philosophy; *Integrated-Activities; *Writing-Exercises; *Writing-Improvement; *Writing-Instruction
AB: Intended for use by secondary school teachers in all subject areas, this booklet provides research based information designed to make writing a learning process. Following brief discussions of the writing-to-learn concept, the importance of writing in all curricular areas, and steps in developing a writing across the curriculum program, the booklet provides writing ideas and suggestions for the following subject areas: language arts, social studies, science, mathematics, industrial arts, business and vocational studies, art and music, and home economics. Among the activities discussed are (1) writing journals, (2) writing in response to films, (3) preparing oral histories, (4) writing

limericks, (5) creating logic problems, (6) preparing written interviews, (7) setting up a research and development report, (8) writing in response to music or art, (9) career investigations, and (10) writing business letters. (FL)

AN: ED251859
AU: Olson,-Nancy-L.-Galles
TI: An Annotated Bibliography of the Literature Dealing with the Importance of Integrating a Children's Literature Program into the Elementary Language Arts/Reading Curriculum.
PY: 1983
NT: 60 p.; Study prepared as an Exit Project, Indiana University, South Bend.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Annotated-Bibliographies; Curriculum-Development; Educational-Research; Integrated-Activities
DE: *Childrens-Literature; *Integrated-Curriculum; *Language-Arts; *Literature-Appreciation; *Reading-Improvement; *Reading-Instruction
AB: Noting the general agreement among reading authorities that one of the most effective methods of encouraging children to read comes from exposing them to children's literature and related activities, this paper presents an extensive literature review of materials dealing with the subject. Following an introductory section that details the goals and objectives of the literature review and provides a glossary of terms used in it, the bulk of the paper contains annotations of books, journal articles, ERIC documents, dissertations, and other materials pertinent to the subject. The paper concludes with a summary of findings revealed by the review and a rationale for developing curricula that integrate children's literature into language arts/reading instruction. It is recommended that: (1) elementary teachers assume responsibility for integrating a planned, response oriented children's literature program into the language arts/reading curriculum; (2) all children have the opportunity to respond to a wide range of children's literature taking into account their needs and interests; (3) all children have the opportunity to select a portion of their reading material; and (4) elementary children be provided with classroom opportunities to engage in higher literacy experiences involving children's literature. (FL)

AN: EJ316569
AU: Paulet,-Robert-O.
TI: The Whole Language Approach: Will It be Used in Quebec and Manitoba?
PY: 1984
JN: English-Quarterly; v17 n4 p30-36 Win 1984

DE: Curriculum-Development; Curriculum-Research; Elementary-Secondary-Education; Oral-Language; Reading-Instruction; Writing-Instruction
DE: *Curriculum-Guides; *Integrated-Activities; *Language-Arts; *Language-Usage; *Teaching-Methods
AB: Explains the whole language teaching strategy. Shows what to expect in classrooms of whole language advocates. Describes curriculum guides based on the approach. (EL)

AN: ED261398
AU: Read,-Donna-J.; Smith,-Henrietta-M.
TI: Wordless History Books--An Interdisciplinary Approach to Teaching Upper Elementary Students.
PY: [1982]
NT: 14 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Art-Appreciation; Elementary-Secondary-Education; European-History; History-Instruction; Integrated-Activities; Learning-Activities; Reading-Instruction
DE: *Interdisciplinary-Approach; *Language-Arts; *Picture-Books; *Reading-Materials; *Social-Studies; *Visual-Literacy
AB: The picture books in John Goodall's "Edwardian Series" can enrich the curriculum materials of the upper elementary social studies, reading, language arts, or art instructor. The books in the series are more than artistically correct--they also envelop history in warmth and humor. The books range from the earliest to the most recent: "An Edwardian Summer," "An Edwardian Christmas," "An Edwardian Holiday," "An Edwardian Season," and "Edwardian Entertainments." The pattern of Goodall's life is reflected in his pictorial biography and in the details of the activities portrayed throughout the series. The authentic historical detail and artistic talent represented by Goodall epitomizes a wealth of information that teachers can use to encourage students to strengthen their visual literacy skills and at the same time learn about history in an enjoyable manner. (The paper includes a brief biographical sketch of Goodall, an historical note on the Edwardian Era, descriptions of the books, and suggested uses of the books in the classroom.) (HOD)

AN: ED241942
AU: Schmidt,-William-H.; And-Others
TI: Curriculum Integration: Its Use in Language Arts Instruction. Research Series No. 140.
CS: Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PY: 1983
AV: Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI

48824 ($3.00).
NT: 23 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Philosophy; Elementary-Education; Elementary-School-Teachers; Teacher-Effectiveness
DE: *Educational-Research; *Integrated-Curriculum; *Language-Arts; *Teacher-Behavior; *Teacher-Role; *Teaching-Methods
AB: A study examined the amount and kinds of language arts curriculum integration that occurred in natural elementary school classroom settings, the contextual factors associated with such integration, and the relationship between teachers' thinking about this subject and the occurrence of integration in their classrooms. Teachers in six self-contained classrooms kept logs for three months in which they recorded the beginning and ending times for each instructional intent, and the materials used in each lesson. In addition, the teachers were observed six times during the period and were interviewed at the end of the study. Results showed that while interview data indicated that teachers generally favored an integrated approach to language arts instruction, logs and observations revealed that less than 10% of time spent in language arts instruction actually involved integrated activities. Integration tended to occur only in whole-class settings under direct teacher supervision. (FL)

AN: EJ321648
AU: Schmidt,-William-H.; And-Others
TI: The Uses of Curriculum Integration in Language Arts Instruction: A Study of Six Classrooms.
PY: 1985
JN: Journal-of-Curriculum-Studies; v17 n3 p305-20 Jul-Sep 1985
DE: Educational-Practices; Educational-Research; Elementary-Education; Teacher-Attitudes
DE: *Integrated-Curriculum; *Interdisciplinary-Approach; *Language-Arts; *Reading-Instruction
AB: Results of a study that examined elementary teachers' beliefs related to curriculum integration in language arts and reading instruction showed that while teachers generally favor integrating language arts instruction, only minimal amounts of integration actually occur in their classrooms. (RM)

AN: EJ276102
AU: Seaver,-JoAnn-Tuttle; Botel,-Morton
TI: A First-Grade Teacher Teaches Reading, Writing, and Oral Communication across the Curriculum.
PY: 1983
JN: Reading-Teacher; v36 n7 p656-64 Mar 1983
AV: Reprint: UMI

DE: Grade-1; Primary-Education; Teaching-Methods
DE: *Integrated-Activities; *Interdisciplinary-Approach; *Language-Arts; *Reading-Instruction; *Speech-Instruction; *Writing-Instruction
AB: Describes a first grade teacher's typical day. Uses it to illustrate methods for integrating the teaching of the language arts. (FL)

AN: EJ306576
AU: Sharp,-Peggy-Agostino
TI: Teaching with Picture Books throughout the Curriculum.
PY: 1984
JN: Reading-Teacher; v38 n2 p132-37 Nov 1984
AV: UMI
DE: Art-Activities; Integrated-Activities; Language-Arts; Primary-Education; Science-Instruction; Social-Studies
DE: *Content-Area-Reading; *Integrated-Curriculum; *Picture-Books; *Reading-Instruction
AB: ues that picture books can be used effectively in teaching all areas of the elementary school curriculum. Describes lessons in mathematics, language arts, science, social studies, and art which use picture books. (FL)

AN: ED277040
AU: Stevenson,-Jean
TI: Weaving Connections with Language Arts.
CS: North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PY: 1987
JN: Insights-into-Open-Education; v19 n5 Jan-Feb 1987
NT: 11 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Elementary-Education; Instructional-Design; Librarians-; Reading-Instruction; United-States-History
DE: *Cognitive-Development; *Curriculum-Design; *Integrated-Activities; *Interdisciplinary-Approach; *Language-Arts; *Teaching-Methods
AB: By integrating the language arts across the curriculum, teachers and librarians can help students make connections between what they already know and new material. Teachers committed to this approach need to spend time planning, executing, and evaluating the process and to bring the following essential components to the classroom: (1) love and respect for children, (2) love of both adult and children's books, (3) willingness to share reading with children and to listen to their comments, (4) imagination and curiosity, and (5) time and flexibility. Students can benefit from class projects assisted by a librarian. By reviewing such sources as "Children's Catalog"

and "The Horn Book," the librarian can assemble a selection of books from various genres addressing different aspects of the subject being studied. The class should be consulted for ideas. Biographical information on the authors can be provided. Weekly vocabulary lists can be developed from the readings and teachers and students can keep logs to record comments about the learning experience. (The appended bibliography is based on the example of a class project in American history, and contains notations indicating reading and interest level, and whether the book is fiction, nonfiction, legend or folktale, poetry, adventure, humor, or fantasy.) (JD)

AN: ED263565
AU: Tackabury,-Pamela
TI: Feature Project--A Bright Idea.
PY: 1985
JN: Live-Wire; v1 n5 p8-11 Apr 1985
NT: 6 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Art-; Assignments-; Class-Activities; Classroom-Techniques; Elementary-Education; Medieval-History; Teaching-Methods
DE: *Art-Activities; *Integrated-Activities; *Language-Arts; *Learning-Activities; *Student-Motivation
AB: The teaching activities presented in this paper introduce elementary pupils to illuminated manuscripts of the Middle Ages, and, in doing so, integrate art and language and also provoke interest in history. The paper provides references, tells how to produce an illuminated calendar page (including getting background information on the history of the illuminated manuscript and on the process of illumination), and suggests related activities, such as creating scenes, poems, letters, and decorative borders. (EL)

AN: ED250699
AU: Thaiss,-Christopher
TI: Language across the Curriculum. ERIC Digest.
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1984
NT: 12 p.; Provided in both typewritten version and one-page typeset version.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Environment; Classroom-Techniques; Educational-Research; Elementary-Secondary-Education; Inservice-Teacher-Education; Listening-; Reading-Instruction; Speech-Instruction; Writing-Instruction
DE: *Curriculum-Development; *Educational-Environment; *Integrated-Curriculum; *Language-Arts; *Teaching-Methods

AB: Intended for administrators and policy makers as well as teachers, this digest examines the notion of language across the curriculum, or teaching writing, reading, speaking, and listening as interdependent skills rather than as separate subjects. After defining language across the curriculum, the digest discusses the history and theory of this approach. It then examines the implications of this approach for teaching in terms of faculty training, classroom techniques, and curriculum change. (HTH)

AN: EJ327791
AU: Turvey,-Joel-S.
TI: Investigate a Culture: Map, Research, Present, and Write.
PY: 1986
JN: English-Journal; v75 n1 p82-83 Jan 1986
AV: UMI
DE: Class-Activities; Classroom-Techniques; Cultural-Activities; Cultural-Awareness; Cultural-Differences; Cultural-Enrichment; Grade-7; Integrated-Activities; Intercultural-Programs; Language-Arts; Secondary-Education
DE: *Interdisciplinary-Approach; *Learning-Activities
AB: Describes a unit involving seventh grade students in an investigation of another culture that helps students learn how to appreciate a different culture and that allows them to practice their language arts skills across the curriculum. (EL)

AN: EJ322101
AU: Wagner,-Betty-Jane
TI: ERIC/RCS Report: Integrating the Language Arts.
PY: 1985
JN: Language-Arts; v62 n5 p557-60 Sep 1985
AV: UMI
DE: Elementary-Education; Listening-; Speech-Skills; Teaching-Methods
DE: *Classroom-Environment; *Integrated-Activities; *Integrated-Curriculum; *Language-Arts; *Reading-Instruction; *Writing-Instruction
AB: Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences in the self-contained elementary classroom. (HTH)

AN: ED263627
AU: Wagner,-Betty-Jane
TI: Integrating the Language Arts. ERIC Digest.
CS: ERIC Clearinghouse on Reading and Communication Skills,

Urbana, Ill.
PY: 1985
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Language-Research
DE: *Classroom-Environment; *Curriculum-Development; *Integrated-Curriculum; *Language-Acquisition; *Language-Arts; *Teaching-Methods
AB: Intended for administrators and policymakers as well as teachers, this digest provides a rationale for an integrated language arts curriculum. The digest first defines integrating the language arts curriculum as providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences. It then explores some of the research supporting integrated language arts instruction: first language acquisition research, emergent literacy studies, and classroom based research. Finally, the digest explores how the language arts can be integrated, suggesting that teachers focus on something other than language and provide an environment rich with resources for making language connections. (HTH)

AN: ED287173
AU: Watson,-Dorothy-J., Ed.
TI: Ideas and Insights: Language Arts in the Elementary School.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1987
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 22590-222, $11.95 member, $14.95 nonmember).
NT: 246 p.
PR: EDRS Price - MF01/PC10 Plus Postage.
DE: Elementary-Education; English-Curriculum; Family-School-Relationship; Integrated-Activities; Language-Acquisition; Language-Usage; Listening-Skills; Literature-Appreciation; Newspapers-; Reading-Assignments; Reading-Skills; Reading-Writing-Relationship; Teaching-Methods; Writing-Exercises; Writing-Skills
DE: *Class-Activities; *Content-Area-Reading; *Content-Area-Writing; *Language-Arts; *Reading-Instruction; *Writing-Instruction
AB: Intended to provide elementary school language arts teachers with new and interesting teaching activities, this book contains over 100 teacher-tested classroom activities that are based on the whole language approach to learning. Chapters discuss the following: (1) a world of language in use; (2) literature points the way (including themes and organization, literature and experience, and extended literature); (3) making sense by reading (including predictions and expectations, reading awareness and control, invitations to read, and music, drama, and reading); (4)

writing for self-expression; (5) learning to write by writing; (6) writing for an audience (including developing a sense of audience, and messages, notes, and letters); (7) reading, writing, listening, and speaking across the curriculum (including language arts across the curriculum, and reading and writing newspapers); (8) kids helping other kids: the collaborative effort (including cooperative learning, and games and holiday activities); (9) home is where the start is; and (10) valuing and evaluating learners and their language. The 15-page bibliography contains sections on read-aloud books, wordless books, extending literature and reading leading to writing, predictable language, predictable life experience books for upper elementary children, sing-along books, children's magazines, and publishers of children's writing. A list of teaching activities in the book is included. (SKC)

AN: ED219778
AU: Weaver,-Constance, Ed.
TI: Using Junior Novels to Develop Language and Thought: Five Integrative Teaching Guides.
CS: Language Arts Society, Kalamazoo, MI.
PY: 1981
JN: Another-Day,-Another-Pineapple; spec iss 1 Spr 1981
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL (Stock No. 56142, $4.00 non-member, $3.50 member).
NT: 75 p.; The Language Arts Society is a student affiliate of the National Council of Teachers of English.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Cognitive-Development; Cultural-Awareness; Elementary-Secondary-Education; Language-Arts; Self-Concept; Teaching-Guides; Units-of-Study
DE: *Adolescent-Literature; *English-Curriculum; *Integrated-Curriculum; *Literature-Appreciation; *Novels-
AB: This monograph consists of teaching guides for five junior novels: "Tales of a Fourth Grade Nothing"; "Mrs. Frisby and the Rats of NIMH"; "Across Five Aprils"; "The Lion, the Witch and the Wardrobe"; and "Harriet the Spy." Each unit is intended (1) to enhance the creative process; (2) to foster cognitive development at the concrete operational level; (3) to introduce issues and concepts leading to formal operational thought; (4) to enhance all curriculum areas, integratively, using the novel as a common focus; (5) to enhance social interaction and self-awareness through group and individual work; (6) to foster reading appreciation; (7) to provide a basis for self-exploration; (8) to develop a broader understanding of the world; and (9) to foster better understanding of and greater tolerance for the viewpoints and lifestyles of others. Included for each unit is a brief summary of the plot and major characters of the novel, an extensive set of discussion questions, and suggestions for numerous activities that integrate reading of the novel with

other aspects of the entire curriculum. (HOD)

AN: ED248533
AU: Whitmer,-Jean-E.
TI: Children's Literature of the Southwest: Creative Springboard to Integrating the Language Arts.
PY: 1984
NT: 21 p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the National Council of Teachers of English (Albuquerque, NM, October 4-6, 1984).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Childrens-Literature; Creativity-; Elementary-Education; Language-Acquisition; Regional-Characteristics; Writing-Instruction
DE: *Creative-Writing; *Integrated-Activities; *Language-Arts; *Language-Usage; *Writing-Skills
AB: Using children's books that reflect the cultural heritage of the American Southwest, this paper offers suggestions for integrating the language arts through reading, writing, and listening activities. Activities are arranged into two sections: (1) integrated language arts approaches to writing springing from Southwest picture books by Byrd Baylor, including "The Desert is Theirs," "We Walk in Sandy Places," "When Clay Sings," and "Hawk, I'm Your Brother"; (2) integrated language arts approaches to writing springing from other books on the Southwest, including "The Girl Who Loved Wild Horses" (P. Goble), "The Day It Snowed Tortillas" (J. Hayes), "Annie and the Old One" (M. Miles), and "A New Miguel" (J. Krumgold). (FL)

AN: EJ304056
AU: Wolfe,-Denny
TI: Opting for "Newthink"--Interdisciplinary English in the Decades Ahead.
PY: 1984
JN: English-Journal; v73 n6 p28-31 Oct 1984
AV: UMI
DE: Educational-Theories; English-Curriculum; Opinions-; Secondary-Education
DE: *English-Instruction; *Holistic-Approach; *Integrated-Activities; *Interdisciplinary-Approach; *Language-Arts
AB: Calls for a reintegration of the language arts in order to improve students' learning. Discusses the factors that contribute to this learning--warm, human relationships of persons engaged in the common enterprise of personal and interpersonal growth. (CRH)

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